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ABSTRACT

The Goodwill Literacy Initiative evaluated its services during the 1994-95 program year. This time frame was chosen because several program enhancements were implemented that reflect the literacy initiative's mission to combine adult basic education with work force development. Three developments were aimed at student retention: a formal orientation that stresses both student and program accountability, the assignment of a case manager to each student to provide emotional and structural support, and career exploration and development services. Together, these program additions were expected to create a climate where study was taken seriously, where students felt connected to the world of work through programs such as the Job Training Partnership Act, and where they perceived their education as part of their career development. Improved information-gathering procedures would allow program administrators to evaluate and respond to student needs in a timely manner. Information was gathered through program data for the 1993-94 and 1994-95 years and surveys administered to 100 program participants at the end of 12-week sequences. The results show that student retention has increased from 43 percent to 68 percent of the approximately 300-400 participants each year and that the majority of Goodwill Literacy Initiative students are satisfied with their educational experience. It was concluded that the most important program enhancement to student retention was orientation and that customer satisfaction was also crucial to student participation. Implications for further research include the following: long-term client follow-up through case managers' records to evaluate career counseling and case management functions, collecting information from students who drop out of the program to investigate why their expectations were not met, and further comparison of workplace and traditional literacy instruction. Appendixes include a procedural flowchart, A. R. Spokane's Sine Survey of Anxiety across Career Intervention Sessions, the student exit survey form, and answers to open-ended survey questions. (Contains 16 references.) (Author/KC)

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The Goodwill Literacy Initiative/Program for Career Information & Development: A Case Study of Program Linkages 1994/95

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Abstract

The Goodwill Literacy Initiative evaluated its services during the 1994/95 program year. This time frame was chosen because several program enhancements were implemented that reflect GLI's mission to combine adult basic education (ABE) with workforce development. Developments aimed at student retention included a formal orientation that stresses both student and program accountability, the assignment of a case manager to each student to provide emotional and structural support, and career exploration and development services. In total, the program additions were expected to create a climate where study was taken seriously, where students felt connected to the world of work through programs such as JTPA , and where they perceived their education as part of their career development. Also, improved information gathering procedures would allow program administrators to evaluate and respond to student needs in a timely manner. The results show that student retention has increased and that the majority of GLI students are satisfied with their educational experience. It was concluded that the most important program enhancement to student retention was orientation and that customer satisfaction is also crucial to student participation. Implications for further research include long-term client follow up through case managers' records to evaluate career counseling and case management functions, collecting information from students who drop out of the program to investigate why their expectations were not met, and further comparison of workplace and traditional literacy instruction.

Statement of the Problem

Retaining students and student success are important considerations for program administrators. However, it is becoming clear that successful adult education programs have definite social benefits in addition to program success. Basic education for adults is often the foundation which supports national workforce development efforts, social welfare and criminal justice reforms, and the preservation of an informed citizenry.

Educational scholars as well as those from the fields of human resource development, business, and social policy realize that, in order to pursue the national goals expressed by the U.S. Department of Labor in the Secretary's Commission on Achieving Necessary Skills (SCANS) report, adult programs will need to be developed and evaluated as distinct entities. They will require their own body of research and guiding principles and should not be evaluated by the same measures as the formal education system. The literature clearly illustrates that educating adults in the same manner as children is ineffective for several reasons; people entering basic education programs as adults have often failed in the formal education system (Quigley, 1993), adults learn better if subjects are taught in job-related contexts (Haigler cited in Business Council for Effective Literacy Newsletter, 1992; Bliss, Chisman, Chisman & Campbell, Fingeret, & Foster cited in Kazemek, 1990), adults need incentives of personal value to them in order to stay with a course of study (Uhland, 1995), adults succeed when they expect more of themselves and their educational programs (Bardach, 1993), and finally, many adults are goal-driven and highly motivated to achieve when pursuing desirable "personal, social, economic, and political needs" (Bliss et.al. cited in Kazemek, 1990).

Students of Adult Basic Education:

Allan Quigley finds that attrition rates for adult basic education classes in Pennsylvania often exceed 65%. He attributes this drop-out rate to expectations certain students develop based on negative educational experiences in the past. By identifying potential "reluctant learners" (Quigley, 1993) based on their behavior and attitudes, this researcher thinks special program considerations can be developed that will help retain these students. The approaches he finds most useful are "more structured counselor attention" (18), small classes, and peer support groups that supply both the acceptance and the structure reluctant learners need.

Roberta Uhland reaches similar conclusions. "Low-literate" (Uhland, 1995) adults use different learning processes than either children or fully-literate adults. Life environments exact varying "cognitive, emotional, and psychological " costs from adult learners as they pursue education. Programs for adults, therefore, need to consider these costs, or "discouragers" , as well as the individual's reasons for engaging in the educational process. Retaining students involves minimizing discouragers by helping students manage a stressful academic setting, learn to value education, understand the alternatives if learning is not pursued, and predict outcomes in the unfamiliar learning

environment. Uhlands's low-literate adults share some cognitive and psychological traits with Quigley's "reluctant learners".

Goals are especially important motivators for adults. Vocational-based education often supplies the necessary goal. Placing basic literacy education in the workplace has proved effective because learning in this context has the power to improve a worker's social and economic situation (Bliss et.al, cited in Kazemek, 1990). In addition to long-term goals, such as getting a better job, short-term goals can also motivate students. Often a student's personal goal may be short-term, such as learning to fill out a job application, while the program's goal for the student is much longer, finishing the semester and increasing academic skills by one grade level for example. Some learners enter educational programs simply to learn how to read to their children.

Goals, therefore, can be multiple and varied. This fact adds to the confusion when administrators try to evaluate program outcomes. The Business Council for Effective Literacy (BCEL) finds literacy education should recognize that "personal, social, and job goals provide the context for instruction" (6). Programs for adults need to show their students how they can apply the skills they learn in a number of environments including community and employment settings.

Barriers to Participation in Adult Education:

Six factors appear to be responsible for lack of participation in adult education. These include; "lack of confidence, lack of course relevance, time constraints, low personal priority, cost, and personal problems" (Valentine & Darkenwald, 1990). These researchers attempt to develop a typology of adults who manifest these traits through cluster analysis of data collected from 215 questionnaires returned by respondents who ranged in age from 18 to 76. "Unlike factor analysis, which groups variables, cluster analysis groups observations (i.e. people)" (33). Types of adults are grouped based on the personal deterrents to participating in educational programs that they reported. Because the survey was sent to the general public instead of a restricted population, these investigators think the results can be generalized to many adult education settings.

Five clusters of adults were defined. A cluster developed from the analysis whenever any one specific deterrent was the predominate response for a group of subjects. Each cluster group's sociodemographic characteristics were then analyzed. Among other findings, Valentine and Darkenwald's cluster groups I and III accounted for 42% of the study's subjects. These groups were at least 81% female, the majority of whom had below-population average educational levels. The reasons these groups gave for not participating in education were "personal problems" and "cost". The researchers define "personal problems", the deterrent that defined the single largest subgroup (29.5%), as "the component items of which indicate family and childcare responsibilities, and, to a lesser extent, health problems, handicaps, and uneasiness about the location of the course" (36). In addition they identify these two groups as part of a "externally deterred" subgroup, that may respond to a carefully planned intervention agenda.

Darkenwald and Valentine suggest that adult educators learn more about the deterrents their students experience in order to make participation possible.

Program Goals and Expectations:

Eugene Bardach (1993) believes that success for programs that teach job skills is based on a doctrine of high expectations. By this he means that programs should have high performance standards for their clients, and conversely, that clients should expect professional performance from programs in which they participate. His maxim is that "expectations elicit performance" (1). The high expectations are often reflected in improved student attendance and general behavior, and ultimately, by successful employment. Bardach researched programs that fit his "high expectations" model and determined that "program philosophy is the key to success" (6). Among the tenets common to his successful learning theories are that program goals and student goals should be similar and that personal responsibility liberates both student and front-line staff to find solutions to learning barriers they encounter during the educational process.

Since clients work best when they progress toward their own goals, it is important for administrators of voluntary programs to both acknowledge student goals and align agency plans with those of their clients. Student goals usually include anticipation of financial improvement, and this is the primary incentive for many workplace education programs. Voluntary literacy agencies may need to work with other job training and placement organizations to meet their clients' goals. Work often provides self-esteem and, even for those who have few immediate job prospects, a job-related curriculum and learning environment may provide intrinsic rewards and progressive achievements that are sufficient to keep students in class until they can find appropriate employment. Teaching the norms of the work world by requiring punctual and reliable attendance may translate into success for the individual and the program.

Programs that teach responsibility have the added advantage of helping clients achieve better self-esteem. Bardach's idea is that responsibility is liberating. Clients are in a reciprocal situation with society; they get financial aid and society expects them to work at becoming employed. When students are engaged in learning directed toward employment, they are fulfilling their contract with society and gain respectability. Therefore, in addition to vocation-specific instruction, the mission of job training programs should be to teach responsibility in an atmosphere of professionalism and mutual expectations. Leadership is crucial to programs that prevail. Successful leaders instill a sense of purpose and hope as well as challenge in their curriculum (Bardach, 23).

Supporting Valentine and Darkenwald's study, Bardach's inquiry finds that inadequate childcare and unreliable transportation lead the list of educational and employment barriers. Health problems, cynical and unsupporting family and friends, and family needs are other hindrances. An important characteristic of the high-expectation staff members who address these problems is that they are not rescuers. They acknowledge the student's problems and offer suggestions, but the final responsibility for

finding an adequate solution comes from the clients themselves. Life-skills training is usually the method used by successful programs to give students the cognitive tools to work through a wide range of employment and educational deterrents.

Sanctions and Penalties:

Bardach finds that the mandatory programs he studied rarely used formal sanctions. Instead, counselors often use a "conciliation process" (18) whereby the client is notified that he/she is not participating sufficiently and notice is given of the consequences if improvement is not forthcoming. The series of warnings can eventually lead to a formal sanction, but staff who use this system find that the emotional charge of receiving notice of failure is often enough to prompt a responsible reaction in most clients. Conciliation can include notice by mail, by phone, or home visits, but it implies constant supervision. Some successful counselors in Bardach's study made daily contact with their job-seeking clients. The message such an arrangement sends is that the client is responsible to someone for their attendance and educational efforts, and that this person will be in regular contact.

Program Linkages

"Literacy programs by and large exist on the margin: the last to be funded and the first to be cut." (Tindall, 1991,24).

Making the Connection: Coordinating Education and Training for a Skilled Workforce is Lloyd Tindall's research report on coordination activities between labor and education agencies. Among other topics, he is concerned with the advantages and disadvantages of cooperation between agencies and with developing strategies to improve the integration of Adult Education and Literacy with employment training and vocational instruction. He finds that while the costs are usually measured at the agency level, the benefits are assessed from the client's viewpoint. A prerequisite to any linkage of agencies, therefore, is that the participants not be penalized by coordination initiatives. This might happen if collaborations are planned entirely around cost considerations.

Some necessary elements for coordination of services among agencies are an atmosphere of cooperation between staff members, shared information about available resources, and a firm commitment by management to support coordination activities with resources, staff time, and funds. Advantages at the program level include access to additional resources, increased interaction and knowledge sharing among staff, better tracking of clients, improved outcomes for participants, and more efficient and cost-effective programs (12-13).

JTPA clients are connected to the labor market by work, not by education, but many have very limited work experience. In the current system for preparing a skilled workforce, the individuals least prepared for work are provided with the fewest educational resources. While many need remedial education, however, this type of

program has had only limited success. Tindall cites Haigler's (1990) argument that ABE programs must build linkages with social service and job training programs. This is necessary because literacy efforts typically fail if support services and counseling are not available. He recommends a comprehensive approach to adult education and employment training "that includes literacy education but is not limited conceptually, philosophically, or institutionally to literacy provider networks" (14-17).

Haigler (1990) thinks that it is especially important for literacy programs to be integrated into training ventures for several reasons. First, literacy programs tend to exist on the periphery and for this reason are the last to receive funding and the first to be eliminated. Then, adult programs are primarily staffed by part-time professionals and volunteers and attract funding that is inadequate to support teacher training or support and administrative services. The five administrative areas most important to access to federal programs for economically disadvantaged persons are; "administrative action, co-location, one-stop eligibility determinations, [a] multi-purpose application form and integrated case management"(Tindall, 1991, 23-25). Unaffiliated literacy programs might have difficulty offering such comprehensive services.

Career Counseling

Arnold Spokane, a researcher in adult career development, concludes that intensive client counseling accomplishes more than less comprehensive interventions (Oliver & Spokane, 1988). He attempts to develop a consensus model of career intervention based on 25 years of counseling theory and research. Consequently, he comes to view career counseling as a continuum of treatments ranging from the least intensive, such as brief assessments of personal characteristics, to greater intensity treatments like dyadic counselor/client sessions. This concept encompasses both the psychotherapeutic view of career counseling as well as the broader definition that includes any method used to improve client decision making processes from testing to workshops (42).

Regardless of the method, career intervention's purpose is to restore client morale and mobilize constructive behavior directed toward the chosen career goal. In pursuit of these goals, four critical stages have been identified: 1) client embraces the organizing system developed with the counselor; 2) client resolves his/her paralysis of will; 3) hope is restored and; 4) client acts to explore his/her options (Holland, Magoon, & Spokane, 1981; Kirshner, 1988). In regard to the organizing system or structure, Osipow (1987) discovered that the absence of such a device lead to career indecision because "a reasonably fitting set of career options is crucial to the ability to retrieve and absorb occupational information". A clear framework and understanding of the world of work as well as persistently constructive behaviors are necessary for client success (43-44).

Adequate information may also reduce anxiety. Anxiety plays an important role in both the ability to engage in one's career development and in paralyzing behaviors that inhibit progress. Moderate levels are thought to facilitate performance while extremely

high or low levels repress action. Managing client anxiety, therefore, is a fundamental concern for career development professionals (45). Many educators think that career development is phasic in nature, or that growth occurs in segments. An anxiety cycle might be responsible for determining the boundaries of distinct developmental phases. For example, high levels of anxiety upon entering training may be repeated when a client enters a new career phase such as job search and signal the start of a new developmental stage.

Periods that produce high levels of anxiety, therefore, would be times when counseling is crucial. Spokane calls client action to alleviate high stress levels "feasibility inquisitions". During such inquisitions, clients are trying to be reassured that their plan of action has a reasonable chance for success. Counselors need to be extremely careful not to misinterpret the importance of these inquiries, especially since they often minimized by the client. Using Spokane's sine curve model of client anxiety (Appendix 2), illustrates how important support services are for the duration of a person's occupational evolution (45-47).

Retaining adult students in literacy programs, therefore, presents many challenges for staff and administrators alike. In response to this situation, Allan Quigley has studied "reluctant learners"(1). These are student who are attitudinally predisposed to failure in structured ABE environments. Some things Quigley investigates are the program structure, the instructional style, and the counseling services available to at-risk adult learners. The "at-risk" period for ABE is the first three weeks of class. This study involved four groups of five students each; a control group, a teacher/counselor team approach, a small group for peer support, and a one-on-one tutoring group. Quigley finds that peer support (3/5) and tutoring (2/5) were the most successful treatments to aid RL retention. Statistically less successful was the teacher/counselor team approach (1/5), but the one subject in this group who quit to take a job could be considered successful. In that circumstance, tutoring and counseling would be equally effective. None of the control group students completed their 3 month session.

Quigley's notion that reluctant learners are actually more motivated and have higher expectations of themselves than successful students is verified by another researcher, Gretchen Starks (1987). Starks investigated the factors that influenced adult women to drop out of school and found that "system leavers" (3), like Quigley's reluctant learners, were "loners" who had high expectations but rarely took advantage of student services such as tutoring or counseling. "Persisters" (4), on the other hand, had lower expectations of themselves, usually were satisfied with B's and C's, and were integrated into the educational system through the use of student services and peer and instructor interaction.

Customer Satisfaction

"Students Meeting Their Goals: A Key to Retention" provides some direction for adult education programs who want to improve student retention. This article suggests

that students be evaluated periodically and also that they be allowed to evaluate the program. It is important to pay special attention to program components that have a direct impact on student participation such as selection/orientation, assessment, instructional style, and student support services. Tracking both the students' progress and their outcomes after completion is also considered a vital information gathering activity.

The Goodwill Literacy Initiative

Current research in the adult literacy and basic education field has produced two incongruous findings. First, the adult learner needs instructional programs that differ from children's and support services above and beyond those available to traditional students, and second the resources to provide such services are severely limited by the perception of legislators that adults cannot learn as easily as children. The notion that educating adults is not an effective use of educational resources has led to reduced funding for basic skills programs, and consequently has profoundly affected the future employment opportunities of many adults. Studies to demonstrate the effectiveness of joining literacy philosophically and physically to other training and education programs have attempted to show how ABE's positive aspects can be enhanced in a vocational setting. These studies have documented both advantages and liabilities for this type of linkage. Some barriers to cooperative efforts include ideological differences, funding shortages, and agency turf considerations.

This case study of the Goodwill Literacy Initiative(GLI)/Program for Career Information and Development (PCID) linkage shows that joint ventures are possible in certain situations that keep administrative costs minimal while significantly enhancing client-based outcomes such as student retention and customer satisfaction. The PCID program often refers students to GLI during the assessment process (See flow-chart, Appendix 1). These are individuals who do not have reading or math scores adequate for a training program funded by the Job Training Partnership Act. Students enter GLI to bring their basic skill levels up to the prospective training facility's entrance requirements. When a PCID referral achieves adequate GLI test scores, they are channeled back into the JTPA process to continue their career development. This course of events was common in the past, but no formalized method for following the progress of PCID referrals to GLI was in place, and often clients finished their basic instruction without any idea of how to proceed further. The administrative staff of both GLI and PCID noticed a gap in their process and set about to provide wrap-around services that would provide an element of continuity for career-minded students.

The collaboration was initiated not only to increase ABE student retention, but also to provide a structure for clients entering the first stages of career development. The fundamental philosophy was simple; if students had a relevant context for basic education such as career development and support mechanisms with which to alleviate barriers adults encounter, then their chances for success would increase. The three program entities used to provide this framework were:

- Orientation
- Career Counseling
- Case Management.

Orientation and career counseling were instruments of structure and case management provided support services. All of the program enhancements aimed at increasing student responsibility and program accountability.

In an information series paper sponsored by the Office of Educational Research and Improvement, Penny Burge (1987) finds that the number of displaced homemakers and adolescent mothers who are heads of single-parent families is growing. This population requires comprehensive educational and occupational services to become self-sufficient. In addition to traditional education and job services, single parents may require skills assessment, basic skills instruction, career exploration and development services, and job search strategies. Also, to retain students with multiple hardships and enhance their chances for success, support services may be necessary. Studies such as Burge's suggest that case management and career counseling are especially important program components. This population is also of special interest to GLI, because a majority of the student population is composed of single heads of households.

Methodology

Retention

GLI instructors and support staff work to insure that student attendance and status records are accurate. Comprehensive student accounting allows administrators to make decisions about program effectiveness and to develop strategies for improvement. For example; students who are automatically exited due to poor attendance may not have been properly informed of GLI attendance policies at orientation. Poor attendance also may be a manifestation of personal difficulties that could respond to case manager assistance. In either case, how a students leaves the program provides valuable information about GLI services and how to improve them.

One important change to student tracking is that a student can show as a successful completer every 12 weeks. This means that some students may be represented in the data more than once. The number of repeat students will be noted on the semester tables that follow. This concept was adopted in order to more accurately represent the purpose and accomplishments of the GLI program. Previously, students were held to the completion of a nine month academic schedule in order to be considered successful. The nature of the ABE population, however, makes this time frame impossible for many adults. For example, a few weeks of math fundamentals may be all the education necessary for a client to enter training. It is not reasonable to count such individuals as dropouts.

Also, it is believed that the 12 week accounting scheme will allow program administrators to better determine if client needs are being met, if clients are achieving academically, and if program resources are being put to the best use. By evaluating the program three times a year, necessary changes in service delivery can be made promptly.

In addition to revised student tracking procedures and the new three-semester structure for the academic year, attendance at a formal orientation is required of all new clients. The orientation provides a thorough review of program policies and stresses the importance of student accountability. More importantly, students are expected to consider their classes as the first step in their career development. To this end, the relationship between GLI and other job training programs is explained and career counselors and case managers are assigned to most clients. All of these changes are expected to have positive effects on GLI's student retention rate.

Customer Satisfaction

A survey was constructed to measure students' opinions of the educational and support services they received at GLI. The survey contains 33 questions; 29 structured and 4 open-ended. The questions are divided into the following four sections: orientation, assessment, general instruction, and case management/career counseling. An

open-ended question follows each category to record student areas of concern that structured questions may neglect.

Customer satisfaction information is collected and analyzed at the end of each semester. This is especially important because of the many service delivery changes GLI has actualized this year as well as GLI's aim to respond quickly to customer needs.

Results I

Retention - 1993/94 and 1994/95

Program Year 1993/94 - (Source: PDE Forms)	Number	Percent
Total number of students served	385	100%
Total number of students who completed session (9-month academic year)	58	15%
Total number of students who completed and continued to new year	12	3%
Total number of students who met personal objectives	266	69%
Total number of students who met program goals	96	25%
Total number of students who were separated early	313	82%
Retention rate for 1993-94 (Completers + Continuing Students + Students who attained program goals)	166	43%

Table 1

The 1993-94 program structure was based on a 9 month academic year and an open-enrollment policy. Of the 385 students enrolled, 313 separated early. Not all of the separations were due to drop-outs or negative causes. A substantial number of early exits occurred when students met their academic goals (n=266) or entered training programs (n=39). Ninety six students met the goals of the program by attaining one of the following: improved basic skills (n=13), completed level 1 (0-8) (n=33), entered other training (n=39), obtained a job (n=7), or obtained a better job (n=4).

Program Year 1994/95	Number	Percent
Total number of students who attended GLI day/evening classes	267	100%
Total number of students who completed	177	66%
Total number of students who enrolled in other ABE programs	7	3%
Total number of students placed on hold for medical reasons, etc.	29	11%
Total number of students who exited early due to attendance/behavior/relocation	54	20%
Retention rate for 1994-95	177	66%

Table 2

The 1994/95 program year offered several enhancements to students not previously available. These included a formal orientation, career counseling, and case management. As GLI administrators expected, a substantial increase in student retention resulted. GLI helped 23% more students stay in class this year than last (43% to 66%). Retaining students is an important goal for ABE programs and a discussion of GLI's program changes and their subsequent effects follows.

Retention by Semester

First Semester 1994-95	Number	Percent
Students who attended GLI day/evening classes	100	100%
Students who completed semester	68	68%
Students who enrolled in other ABE programs	4	4%
Students placed on hold for medical reasons, etc.	5	5%
Students who exited early due to attendance/behavior/relocation	23	23%
Retention rate for the first semester 1994-95	68	68%

Students who met program goals	72	72%
Students who left due to external factors beyond their control	11	11%
Students who left by personal choice	17	17%

Table 3

The students who contributed to the 68% retention rate for this semester included those who completed the 12-week session as well as those who achieved their academic goals before the semester ended. These students either attained a test score high enough for them to enter a training program or passed the General Education Development (GED) test.

From a program perspective, GLI had a positive impact on 72% of the students enrolled. This number is higher than the 68% retention rate because an additional four students enrolled in other agencies' ABE classes. Often this is because the other classes are more conveniently located. It is hoped that a student who is motivated to pursue his/her educational goals elsewhere has been positively influenced by the GLI experience even if their chosen program is not GLI.

Students who made a personal choice to leave the program accounted for 17% of the total. Students in this category do not give concrete reasons for dropping out and often simply quit coming to class, but Quigley (1993) has found that their behavior suggests they never relate well to the traditional academic setting. GLI's 17% attrition rate for this type of student is considerably lower than the 30% estimates some programs report (Quigley, 1993, 1). GLI exits due to personal choice during the first semester may be lower than average due to the effectiveness of the mandatory orientation. The additional emphasis on personal responsibility may cause some students to stop the process before attending the first class.

Second Semester 1994-95	Number	Percent
Students who attended GLI day/evening classes	89	100%
Students who re-enrolled from the first semester	42*	47%
Students who completed semester	58	65%
Students who enrolled in other ABE programs	3	>1%
Students placed on hold for medical reasons, etc.	12	13%
Students who left early due to attendance/behavior/relocation	16	18%
Retention rate for the second semester 1994-95	58	65%

Students who met program goals	61	69%
Students who left due to external factors beyond their control	12	13%
Students who left by personal choice	16	18%

Table 4

Career counseling and case management for GLI students were implemented during the second semester. It is impossible to prevent situational forces from impacting students, and case management often is crucial when intervention is appropriate. Observing student withdrawal due to external factors was expected to help administrators determine the need for and the effectiveness of case management. If external causes of student non-participation such as childcare or transportation problems rise, then case managers may be able to help clients find adequate solutions and stay in class. These withdrawals are considered involuntary and are distinguished from voluntary exits that are based on decisions made by the individual who may be dissatisfied with the program.

The number of persons placed on hold in the second semester rose from 5 to 12. This finding contradicts expectations of case management. Case managers are very effective at resolving practical problems related to attendance. Still, students with life situations that prevented them from completing their programs increased from 11% to 13%. In addition, the customer satisfaction survey results that follow indicate that many students were confused about case management. This lack of information about GLI support services may be the reason case management appears to have no effect on retaining students.

* A new category of students, those who re-enrolled after the first semester, shows that 42 of the 68 first semester completers committed to another 12 weeks at GLI. The retention rate for this group, however, is lower than the semester rate of 65%. Only 23 of 42, or 55% of repeat students successfully completed the second semester. The number of students who chose to discontinue their GLI classes (24%, n = 10) was also higher than the group average of 18% as were exits due to external factors (19%, n = 8).

Although many repeat students progressed to the next academic level and changed instructors, further information about the 18 persons who re-enrolled but did not complete the second semester is necessary to determine if this was a factor in their leaving. Students who made academic progress during the first semester might be expected to do as well in the second and this is a topic for further study.

Third Semester 1994-95	Number	Percent
Students who attended GLI day/evening classes	79	100%
Students who re-enrolled from the second semester	28	35%
Students who completed the semester	52	66%
Students who enrolled in other ABE or similar programs	0	0
Students placed on hold for medical reasons, etc.	12	15%
Students who exited early due to attendance/behavior/relocation	15	19%
Retention rate for the third semester 1994-95	52	66%

Students who met program goals	52	66%
Students who left due to external factors beyond their control	13	16%
Students who left by personal choice	14	18%

Table 5

Third semester student enrollment droppcd 10 from the second semester and 21 from the first semester to a total of 79 clients. Total students completing the semester rose one percentage point from the second semester, 65% to 66%. Dropouts due to personal choice remained stable at 18%, but exits due to external factors followed a pattern of steady increase; 11% first semester, 13% second semester, and 16% third semester.

The number of repeat students fell from 42 or 47% to 28 or 35%, but the percentage who completed rose from 55% (n = 23) in the second semester to 71% (n = 20) in the third. Dropout rates for this group remained relatively stable and above average; 20% due to medical hold, 20% due to personal choice.

Findings

Using contingency tables and the Chi-square statistic, GLI retention data were analyzed to determine if program changes during the 1994/95 program year influenced the dropout rate of ABE students. For this analysis, data from both program years were combined to arrive at a percentage of student retention one might expect if the orientation, career counseling, and case management services had no effect on client participation. If the GLI program changes had no effect on student retention, then *observed* frequencies will equal *expected* frequencies.

***Observed* Retention Characteristics**

Status	1993/94	1994/95	Row Totals
Complete	**166** 43%	**177** 66%	**343** 53%
Dropout	**219** 57%	**90** 34%	**309** 47%
Column Totals	**385** 100%	**267** 100%	**652** 100%

Table 6

The expected frequencies for this situation were calculated by combining the 1993/94 and 1994/95 retention figures (Row Totals [Marginals], Table 6) to arrive at an aggregate percentage of total students who might be expected to complete and drop out. Table 6 shows that, based on past performance, the ratio of completions to drop outs for GLI should be 53 to 47 . Table 7 shows what student retention would be if the assumption that both program years were identical was true.

***Expected* Retention Characteristics**

Expected Outcomes	1993/94	1994/95
Complete	**204** (385*.53)	**142** (267*.53)
Dropout	**181** (385*.47)	**125** (267*.47)
Column Totals	**385**	**267**

Table 7

When Chi-square was calculated using tables 6 and 7 above, the value of 34.65 illustrated that there was a statistically significant difference in student retention between program years ($df = 1$, $p < .01$).

In addition, an odds ratio was computed from the data above. This is done by multiplying the occurrence of expected outcomes and dividing the product by the product of the unexpected outcomes :

$$\frac{\text{dropouts without program enhancements} * \text{completers with program enhancements}}{\text{dropouts with program enhancements} * \text{completers without program enhancements}}$$

In other words, the odds ratio is the quotient of a product of the hits divided by a product of misses. The odds ratio for GLI 1993/94 and 1994/95 student data was 2.6:1. Students were 2.6 times more likely to complete their studies at GLI during 1994/95 than in the previous year.

Retention Summary

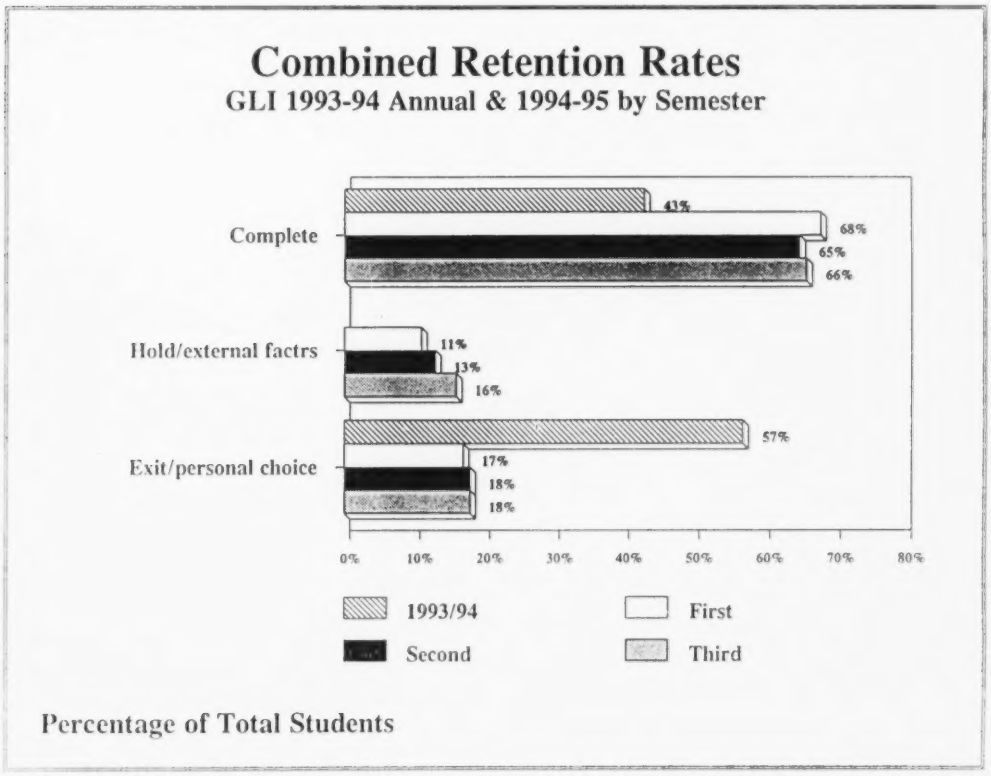


Figure 1

The GLI retention rate has improved dramatically during the 1994-95 program year. For the most part, the increases in client retention can be accounted for by the mandatory student orientation. To a lesser degree some student completions are due to changes in the accounting scheme. Students who once needed to complete a 9 month program in order to be considered successful are now able to fulfill program goals through a number of positive related activities. These include testing out and enrolling in a training program, obtaining a GED, and getting a job.

In addition, new recording procedures allow GLI administrators to assess the impact of the total program on students who may not complete their ABE classes. By documenting, with the aid of the case managers, positive career and lifestyle choices students subsequently make, such as enrolling in another ABE or workforce development

program, GLI staff can evaluate the value of program components that are not directly related to literacy.

Figure 1 shows the semester breaks during 1994-95. These breaks are important because not all of the program enhancements were implemented simultaneously. After the mandatory student orientation was established, student retention in the first semester rose to 68% from 43% the previous year. Subsequent semesters, those during which career counseling and case management were offered, produced no additional positive impact on student retention. Therefore, the program development that seems most likely to have caused increased student participation is a formal orientation that reinforces the notion of accountability and raises expectations for both clients and staff.

This is not to say that career counseling and case management do not positively affect GLI program results. However, the outcomes that measure these elements may appear later in a student's career development. For example, the number of students who successfully complete a JTPA funded training program may be directly related to the quality of career counseling and support services available to them. This is an important area for further study because the ultimate goal of adult education is to help people become self-sufficient. The GLI program should be viewed as the first step in a developmental process that culminates in meaningful employment. Because of its short-term nature, however, some of the positive benefits of participating in GLI may not be apparent until students leave the program and enter other phases of career growth.

Results II

Customer Satisfaction

One hundred customer satisfaction surveys have been completed for GLI's 1994-95 program year. The survey is reproduced in Appendix 3. The questionnaires reveal how students perceive the major program components: orientation, assessment, educational services/instruction, and case management/career counseling. The charts that follow show that not only do customers' ideas have important consequences for program design and implementation, but also that students' satisfaction with their educational experience may be correlated to their level of participation. In addition, student responses to the open-ended questions (see Appendix 4) show that GLI was a positive experience for the majority of clients.

Aggregate Ratings of Program Components

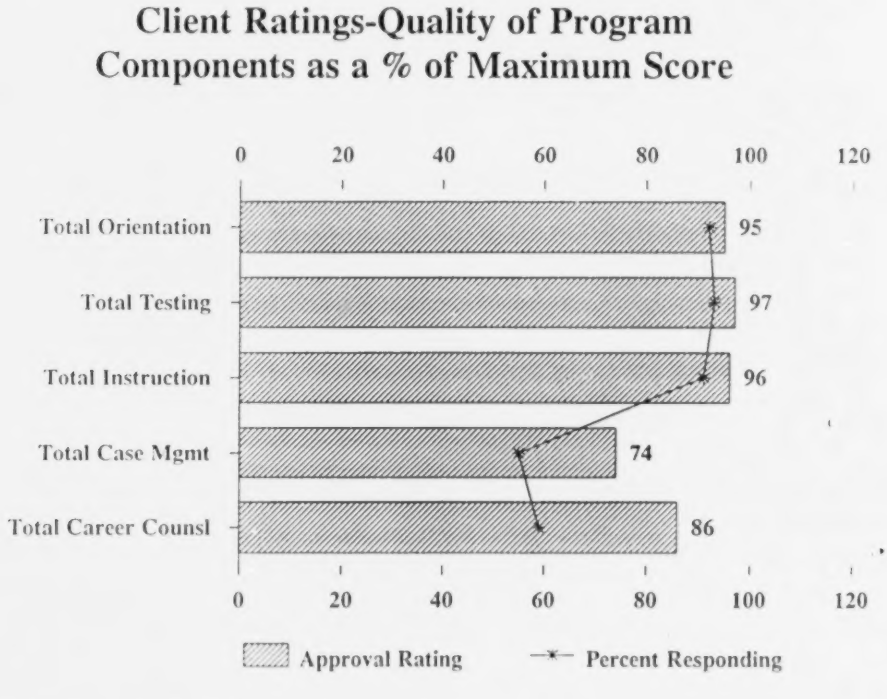


Figure 2

The chart of aggregate ratings of program components is a composite of two characteristics of the GLI survey results. The bar represents the percentage of the maximum possible score each component received (Total Orientation received a 95% approval rating, or 26 of a possible 27 points on average). The line graph that is superimposed on the barchart represents the percentage of people who replied to the particular series of questions on their surveys. For example, if one of the nine orientation questions was left blank, that person's survey was disregarded for this program component. In the case of Orientation, approximately 93% of the people who were asked questions about orientation responded completely, and when the sum of all scores was calculated, Orientation received 95% of the maximum possible score.

The approval ratings for the major program components were calculated by determining what percentage of total points possible was achieved by a block of related questions. Figure 2 shows that the majority of students were satisfied with GLI's orientation (Q1-Q9), assessment (Q11-Q15), and instruction (Q17-Q24) and that none of these categories fell below a 95% approval rating. In addition, these questions were answered by almost every student.

Case management (Q26-Q29) and career counseling (Q30-Q32) questions, however, revealed a less clear picture of the success of these optional program components. Missing and DNA (Does Not Apply) responses were excluded from the calculations for case management questions since the DNA (Does Not Apply) category produced ambiguous results (See Appendix 3, Q26-Q29). This occurred because a DNA answer to these questions could mean that the student never needed a particular case management service, that the client did not understand the function of the case manager and never utilized their services, or that the customer simply could not personally identify his/her case manager and never sought to contact them. The 74% approval rating for case management reflects the support of only those clients who completed the questions.

Similarly, career counseling ratings were adjusted to exclude DNA responses. Career counseling is an optional service for students who are not referred by the Job Training Partnership Act (JTPA) or Single Point of Contact (SPOC) programs. A DNA response to any of the three questions in this section can reflect the same attitudes toward career counseling as those exhibited with case management or it may simply mean that the client was not interested in career advice at this time. Of the 59 people who responded to the career counselor inquiries, 86% were satisfied with the occupational advice they received.

Orientation

Participant Rating of GLI Orientation

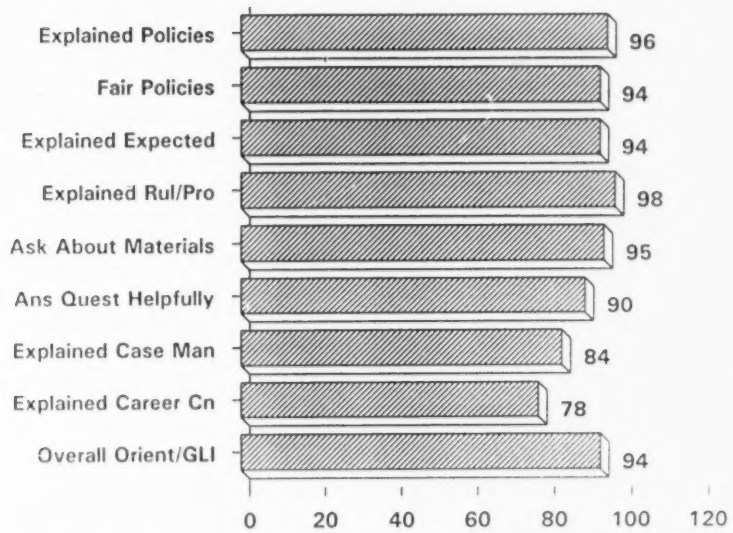


Figure 3

Figure 3 demonstrates that most clients thought that the GLI orientation was a useful part of the educational process. Overall, the presenter's explanations of GLI policies, rules, and procedures received approval ratings ranging from 94% to 98%. Ninety-five percent of students liked being asked what learning materials they would enjoy using and ninety percent thought their questions were answered in a courteous manner.

The orientation received lower ratings for explanations of case management and career counseling services. Still, eighty-four percent of clients thought case management was explained thoroughly and seventy-eight percent believed they understood what career counseling could offer them after they attended orientation. The majority of students (94%) believed that orientation had helped them understand the GLI program.

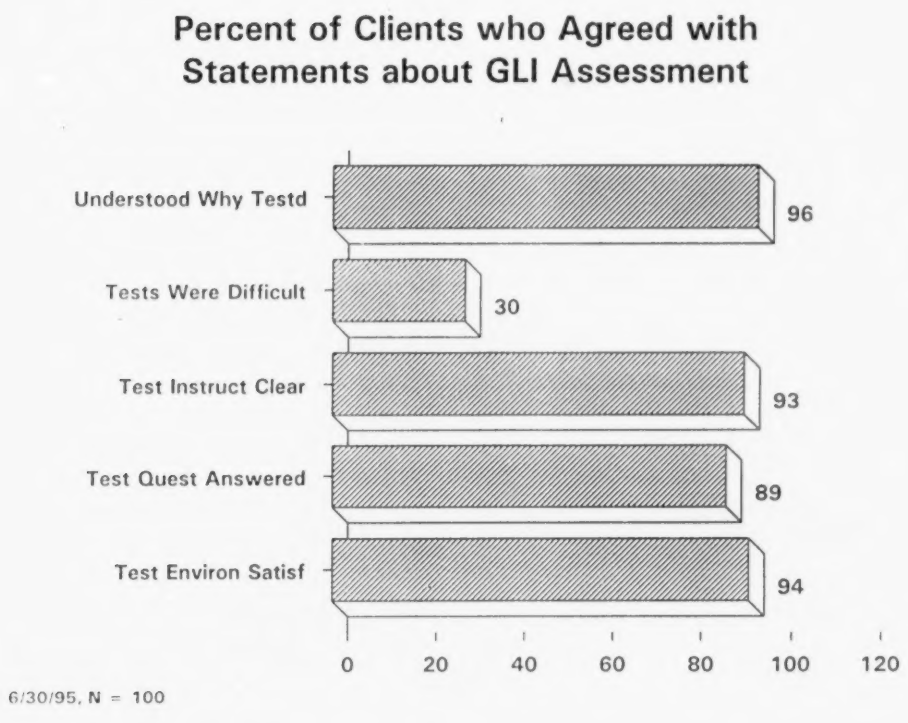


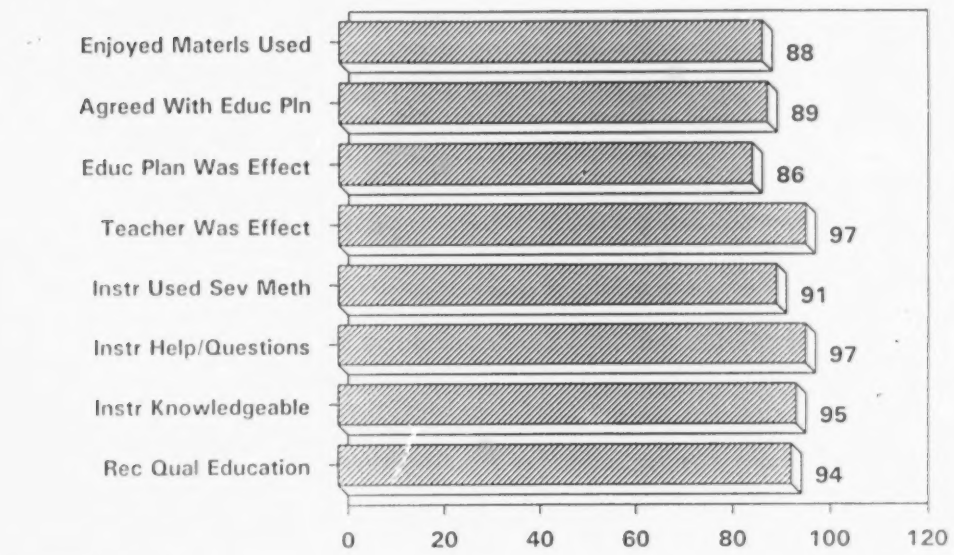
Figure 4

Student ratings of the assessment process appear in Figure 4. Most clients understood why they were being tested (96%), and over two-thirds believed the testing instrument was appropriate for them (Tests were difficult: 30%). For most students, the test instructions were clear (93%) and questions received adequate responses most of the time (89%). Customers were 94% satisfied with the testing environment.

Quality of Instruction

Questions dealing with educational services are divided into two categories: customer satisfaction with teaching materials and academic planning (Q17-Q19), and student opinions of instructional methods and faculty members (Q21-Q24, Appendix 3).

Percent of GLI Students who Agreed with Statements about Quality of Instruction



Figur 5

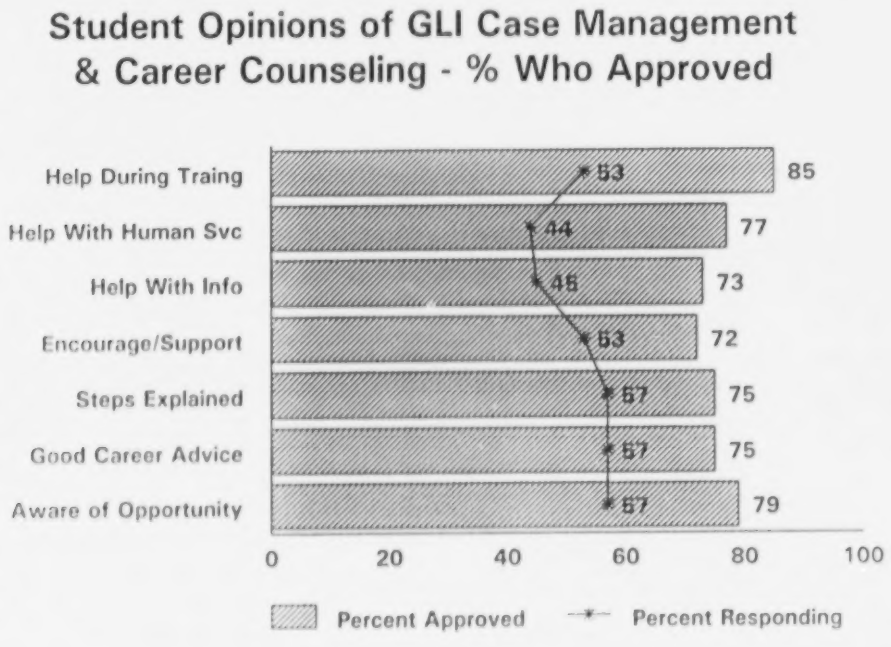
Figure 5 reflects that students enjoyed the materials used in their ABE classes (88%). They also agreed with their educational plans (89%) and thought that the plan would be an effective way for them to achieve their goals (86%).

Most students thought that their instructor was an effective (97%), knowledgeable (91%), and helpful teacher (97%). Ninety-one percent also appreciated the fact that the GLI educators had used several different teaching methods to help them learn. Ninety-four percent agreed that they had received a quality education.

Case Management and Career Counseling

Figure 6 shows that GLI students thought that their case managers and career counselors were far above average. These ratings, however, reflect only the responses of students who answered the questions. As mentioned before, many students left these questions blank because they were either not clear about how the new program developments affected them, or they felt they did not need access to career counseling and case management as part of their ABE curriculum. The first question, "Help During Training" can illustrate how this question achieved an 85% approval rating. Fifty three percent of survey respondents answered this question. Eighty-five percent of the fifty

three people who replied to this question agreed that case management had helped them resolve difficulties they experienced during the semester.



6/30/95, N = 100 (* DNA's Omitted)

Figure 6

The majority of students who used career counseling and case management services were pleased. However, the low response rates may indicate a need for increased emphasis on these services during orientation and throughout the GLI semester. Nevertheless, case management received an average approval rating of 77% (85+77+73+72/4) while career counseling approval averaged 76% (75+75+79/3). Clients' positive perceptions of these new program components are expected to rise as career counseling and case management become more formalized and familiar to both staff and students.

Retention and Customer Satisfaction

The following chart shows how averages of all program component questions compare with the student completion rates. In the data presented below, retention seems to be very sensitive to the satisfaction level of those who complete the GLI program.

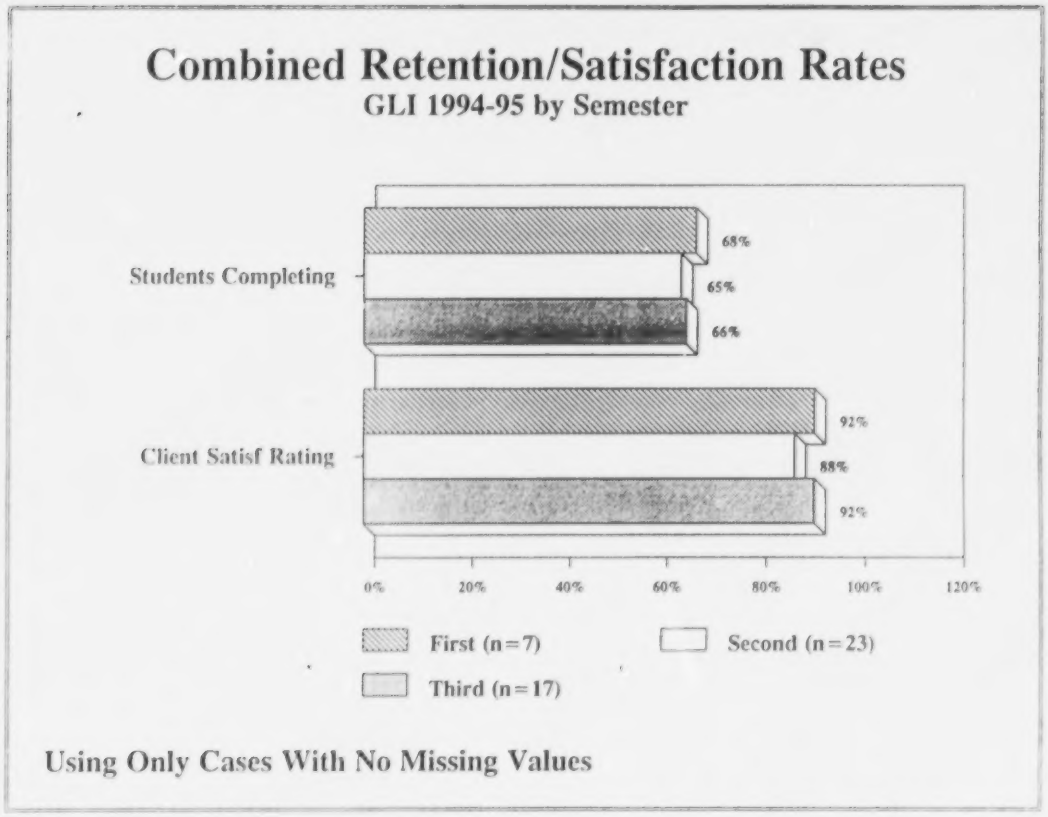


Figure 7

Figure 7 suggests that customer satisfaction is correlated with student retention. Every semester, student satisfaction rises or falls in direct correspondence to student retention. While this relationship may seem to reflect a logical situation, GLI administers customer satisfaction surveys only to students who complete their class schedules. The retention figure, however, is a composite of data for both students who complete and students who drop out. The data sets, therefore, are composed of dissimilar types of students. Student retention gives a picture of the entire student body, customer satisfaction reflects only successful students.

Therefore, the customer satisfaction input of those students who dropped out should be necessary to achieve a pattern similar to retention. GLI has no way to collect survey data from students who drop out, although the act of leaving implies dissatisfaction with the program in general. Nevertheless, Figure 7 seems to show that customer satisfaction data might make it possible for program administrators to deduce some specific program information about students who drop out from the responses of students who complete.

Recommendations

This evaluation provided many valuable insights into the functioning of the Goodwill Literacy Initiative. Program components that are clearly assets are the orientation and the customer satisfaction survey. Less clear is the contribution made by career counseling and case management.

Since this report was conceived as a pilot project for an ongoing evaluative process, the research should suggest areas for further exploration. Administrators and staff are certain that career counseling and case management are valuable services. For this reason it is important that future studies find a way to measure their impact on students. In addition, the customer satisfaction reports indicate that students need more information about these services if they are going to utilize them. It is proposed that these functions be emphasized during orientation and also during the semester by the instructors.

Implications for further research include long-term client follow up through case managers' records to evaluate career counseling and case management functions, collecting information from students who drop out of the program to investigate why their expectations were not met, and further comparison of workplace and traditional literacy instruction.

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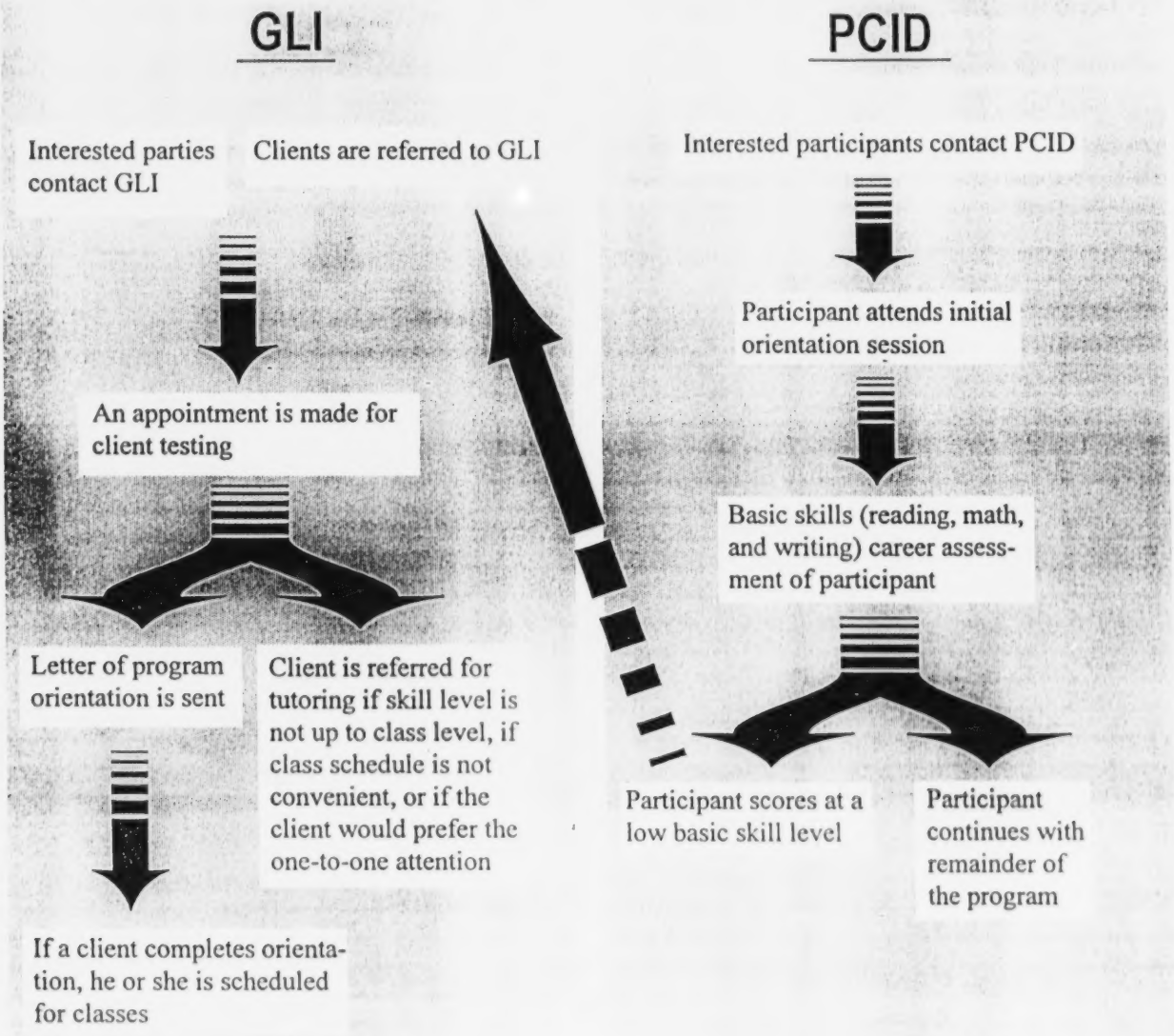
Appendix 1

GLI/PCID Flow Chart


GLI
PCID
Interested parties contact GLI
Clients are referred to GLI
Interested participants contact PCID
Participant attends initial orientation session
An appointment is made for client testing
Basic skills (reading, math, and writing) career assessment of participant
Letter of program orientation is sent
Client is referred for tutoring if skill level is not up to class level, if class schedule is not convenient, or if the client would prefer the one-to-one attention
Participant scores at a low basic skill level
Participant continues with remainder of the program
If a client completes orientation, he or she is scheduled for classes

GLI and PCID Intake Procedures Flow Chart

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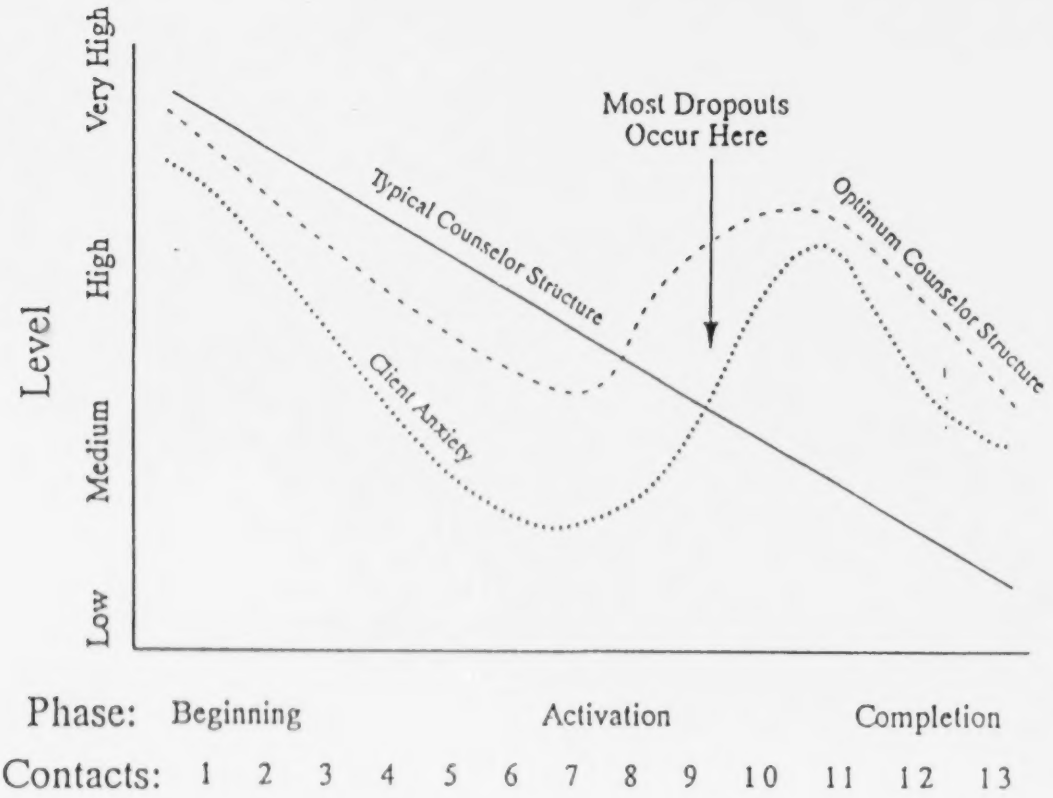
Appendix 2

A.R. Spokane's Sine Curve of Anxiety across Career Intervention Sessions

Sine curve (hypothetical) of anxiety across sessions during a career intervention.



Reprinted with permission from A. R. Spokane, *Career Intervention*, Englewood Cliffs, NJ: Prentice Hall, 1991.

Appendix 3

Goodwill Literacy Initiative Student Exit Survey

GLI

Exit Survey

Having completed the GLI program , the staff would appreciate your comments and suggestions regarding the program. We ensure that all your answers will be kept confidential and will in no way affect your placement in future training or employment programs. Please provide accurate responses as they will help the GLI staff provide the best services to future participants.

Todays date ___/___/___

Name (Last, First) _____ SS# _____-_____-_____

Are you a JTPA participant ? yes no

Are you a SPOC participant? yes no

Who was your instructor / instructors during your experience with GLI?
(Circle all who apply)

Instructions

Carefully read and consider the following comments and questions. After reading the sentence, please circle the number that most accurately represents your opinion of the comment, as shown below.

Circle # 3 if you	AGREE
Circle # 2 if you are	INDIFFERENT
Circle # 1 if you	DISAGREE
Circle # 0 if it	DOES NOT APPLY (DNA)

1: The following comments deal with the Orientation activities you have participated in.

	A	I	D	DNA
1) The Orientation clearly explained GLI policies and procedures.	3	2	1	0
2) I felt that the policies presented to me were fair.	3	2	1	0
3) The Orientation clearly defined what was expected of me as a full - time student.	3	2	1	0
4) The Instructors clearly explained classroom rules and procedures.	3	2	1	0
5) The Instructors requested information about the types of materials that I enjoy and that help me to learn.	3	2	1	0
6) I felt that the presenters answered my questions in a helpful manner.	3	2	1	0
7) The Orientation clearly explained the role of the case manager and how they could assist me during the program.	3	2	1	0
8) The Orientation clearly explained the role of the career counselor and the services they offer.	3	2	1	0
9) Overall, the Orientation I received significantly increased my understanding of the GLI program.	3	2	1	0

10) Do you have any additional comments, questions, or concerns about the Orientation you received that could help us improve our presentation? Please give us any opinions you may have, as well as any suggestions.

II: The following comments deal with the pre and post testing you completed with GLI.

	A +	I	D -	DNA ?
11) I clearly understood why I was being tested.	3	2	1	0
12) I found the tests to be difficult.	3	2	1	0
13) The test instructions were clearly explained to me.	3	2	1	0
14) The test administrator answered my questions in a helpful way.	3	2	1	0
15) The testing environment at Goodwill was satisfactory.	3	2	1	0

16) Please provide any additional comments you may have concerning testing.

_____

_____

_____

_____

III: The following comments deal with the instruction you received at GLI.

	A +	I	D -	DNA ?
17) The Instructor utilized materials that I enjoyed and that helped me to learn, including career information.	3	2	1	0
18) I agreed with the Education plan presented to me by the Instructor.	3	2	1	0
19) The Education plan was effective and helped me achieve my program goals.	3	2	1	0
20) The Instructor was an effective teacher and helped me improve my skills.	3	2	1	0

	A +	I	D -	DNA ?
21) The Instructor helped me to learn in several ways, including computer aided instruction.	3	2	1	0
22) The Instructor answered my questions in a helpful manner.	3	2	1	0
23) The Instructor had a strong knowledge base of the subject matter being taught.	3	2	1	0
24) Overall, the Instructor provided me with quality education.	3	2	1	0

25) Please provide any additional thoughts about the Instructional services you received at Goodwill Literacy Initiative.

_____
_____
_____
_____
_____
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_____
_____
_____

IV: The following comments deal with the case management and career counseling services you received at Goodwill Industries.

	A +	I	D -	DNA ?
26) My Case Manager helped me resolve any difficulties I had during my training (attendance, tardiness, leave of absence, transportation, child care).	3	2	1	0

	A +	I I	D -	DNA ?
27) My case manager helped me when I had problems with other human service agencies (DPA, ETP, Unemployment).	3	2	I	0
28) Case Manager assistance helped me get information about other services (job training, counseling, food banks, ect..)	3	2	I	0
29) My Case Manager gave me the personal attention and encouragement I needed to complete my educational program.	3	2	I	0
30) My Career Counselor made sure I understood the steps I would need to take to reach my employment goals.	3	2	I	0
31) My Career Counselor provided me with good career advice.	3	2	I	0
32) My Career Counselor made me aware of training opportunities and programs that would help me reach my career goals.	3	2	I	0

33) Please provide any additional thoughts about the Case Management and Career Counseling services you received at Goodwill Industries.

Appendix 4

Answers to Open-ended Questions

10) ***DO YOU HAVE ANY ADDITIONAL COMMENTS, QUESTIONS, OR CONCERNS ABOUT THE ORIENTATION YOU RECEIVED THAT COULD HELP US IMPROVE OUR PRESENTATION? PLEASE GIVE US ANY OPINIONS YOU MAY HAVE, AS WELL AS ANY SUGGESTIONS.***

* Instructors are Wonderful and polite and dedicated to their position 1
* When a person has completed all work make sure you have back-up work to keep them Both busy. I enjoyed the counselors very much the tutors where great helpers also. Thank you for having me as a student. keep up the great work it's been very helpful to me. 3
* Taught very well
* I need to know where do I go from here. How much more school is required here for me and also when can I hopefully look forward to going to some type of med school to get get started on my way toward a job. 13
* I think it would be helpful to have just a Word Processing Class program only for the people who want to take up that course. 15
* Please talk about the job of a case manager and what your career counselor will do or not do 32
* Orientation was very informative and every question was answer so I didn't have a problem with anything as far as orientation 37
* I think the program is great. It not only helped me, but it helped others. 47
* Classes need be just a little bit longer 64
* It was great. More programs for the computers 67
* I understood everything at the orientation. I couldn't wait to start classes. 80
* I think the program is excellent 85
* I felt that the orientation was very informative. 88
* I liked this program better than 10 years ago. I was here 10 years ago and it really change a lot it's been a nice change for the better. I will do what I want like go to school after this place. 94

16 *PLEASE PROVIDE ANY ADDITIONAL COMMENTS YOU MAY HAVE CONCERNING TESTING.*

* I just need to study more 1
* Program was great! 3
* I thought this was a good program. Teachers were very sincere helpful and pleasant 7
* Testing was a comfortable atmosphere 8
* I would like to take a longer and or more intensed testing. The subject matter I studied for in class was not included in testing. 10
* Testing was good no problems 37
* Need to come up with a better testing program. I have took that test before. 40
* Everything about the Goodwill program is helpful. 47
* I like well not really because I missed several words but I was glad Kym sound out the words for me and I repeated them after her 67
* Everything was fine. 75
* The test I took help me with the things I didn't do go on. 80
* It could be quieter during testing. 87
* Pre-testing is important. The teacher can see what the student needs more help on before actual testing is done. 88
* That they should inform the student that after taking the test. If they didn't score that they would continue going here until they receive a 12 in read & 10 in math 92
* The instructor was really help and getting in the zoo Thank you see you in Sept 94

25) ***PLEASE PROVIDE ANY ADDITIONAL THOUGHTS ABOUT THE INSTRUCTIONAL SERVICES YOU RECEIVED AT GOODWILL LITERACY INITIATIVE.***

* Excellent 1
* It was very good and helpful to me. I could not do it by myself thank you very much. 2
* Keep the tutors they are a great help when the counselors are busy with someone else they step right on in and help you as much as needed. Counselors was great 3
* In the 8 weeks I found the class to be very helpful. I learned alot and the instructor's and tutors were very very helpful. I look forward to attending the next 12 weeks. 6
* Would have liked it to be longer and would like to know if someone is available to talk to again on the things we learned. 7
* Tracy is an outstanding teacher. I feel like I have truly learned something thanks Goodwill, Where I am concerned you did a helluva job. Sincerely, Rosa Wilson 8
* I enjoyed everything that was taught to me, and I liked my teachers very much. 9
* I found the tutors were great Plus. The instructors were good and easy to talk to. I recommend a little more rapid pace. The computer practices were outstanding and saved time. I found the computer work quite challenging. 10
* It helped me want to do this! They were very helpful in many ways. 11
* Very good teachers 12
* Mr. Morrison and Mrs. Julie Gerson provided me with excellent teaching. 15
* My Instructor is good but he to rude at times I guess he thinks that's he way of teaching after all he's alright 26
* When new classes begin. And the students who were already in the program need to be separated from the newer ones first because of distractions meaning that they needed more class instruction. Secondly the previous students are farther alone g than the newer ones. And we weren't able to get as much

assistance from the teacher. I understood that they needed the teacher more. So I worked a little harder to get my work done. The Individualize work was a plus. 28

* My instructor was very helpful and I found her to be very positive when she was teaching us as a class or one on one situation 37
* The G.L. I. Program is Helpful in many ways. It provides self esteem as well as education. 47
* Coming here to the Goodwill has helped me out a lot it helped me to learned math that I haven't done before and I am very proud of myself for giving it some time to do it. 53
* Each time I attended these class I learned more. Tracy & Kim are very good instructor's. I really hate to see this class end. The tutors were very good to. 65
* Some control with adults within classes. Loud noise, disrespectful females that talked and laugh over the teachers. 67
* I feel that Miss Julie and Nicole have help me a lot they are number 1 in my book 71
* They had let me know about everything needed to know after they got done talking you didn't have to ask any question after. 74
* The teacher is doing fine 75
* My instructor help me do better in Math. 80
* My teacher is a very good instructor. Always willing to help and supply information she gets a A+ in my book keep up the good work Kathy 82
* My instructional was well inform about the subjects. She took the time to present material in a logical manner. Even went over topics that dealt with other issues. 83
* My instructor Mrs. Kephart is an excellent instructor 85
* Kathy Kephart was a very good instructor. She was always available for on any questions I might have. 88
* I feel that Kathy Kephart is a very good teacher and she helped me with any questions I had about my schoolwork. I am satisfied with her help 89
* Yes, Kathy Kephart is a wonderful instructor/teacher she gets really involed with each and every student when they need help

or just to ask them if they have any questions about what there doing. She helps when you have a problem and doesn't give up if you still don't understand, she makes sure you do until you understand exactly what it is. She 's very good. She helped me alot. 93

* I think Ann is a wonderful teacher and she help me improve in a lot things she really is a great teacher. I hate to leave her class 96
* Mr. Morrison and Mrs. Julie helped me out alot of different Math Materials I never even took in High School and I am really greatful to them for that. 101

33) ***PLEASE PROVIDE ANY ADDITIONAL THOUGHTS ABOUT THE CASE MANAGEMENT AND CAREER COUNSELING SERVICES YOU RECEIVED AT GOODWILL INDUSTRIES.***

* I think the Career Counselor should spend 10 or 15 minutes talking to you about opportunities and programs that would help you reach your career goal. 15
* It's alright 26
* I'm here to receive my G.ED. I haven't got that far yet to see a career counselor. 27
* I would like continue with J.T. P.A. I do not wish to continue with SPOC 31
* I didn't consult my Career Counselor that much it was good to know I could go to him with anything and everything as far as my career was concern. Next time I will defintely take advantage of this service. 37
* They have helped me a good deal. With my different situations. 53
* I think they should keep doing the same thing that they have given to me on education and possible job skills 55
* I had no help from my E.P.T. worker or case worker My J.P.T.A. counselor was great along with Kym and Tracey 67
* If you need any kind of help they will help you. 74
- I am sorry to say I never meet no one. 75
* My case Manager help me to face the future about getting my career started. 80
* They were very helpful and understanding also supportive in a few bad incidents I was going through and I really did appreciate their words of comfort thank you 82
* Andrew Robie was helpful in my decision to pursue schooling for computer accounting. 88
* I didn't really need any help but I knew it was available to me if I needed it. I only talked to Andrew about what I wanted to do (career wise) and he helped me out. 89